

## FRSD Distance Learning: 3rd Grade Week 8 (June 1st-5th, 2020)



Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!



### **Contact Information:**

1. Teachers will be available from 8:00-2:30 each day.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hours.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you



### **Differentiation/Extension/Supports:**

1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas



### **FRSD Meal Plan:**

1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. **VES Parking Lot:** Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are [listed here](#).
4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.



### **Stay Informed:**

Please remember to check the Fern Ridge School District webpage for updates.

<https://www.fernridge.k12.or.us/>

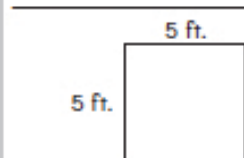
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**It's week eight and it's officially June! We are so appreciative of all you've done to make Distance Learning possible. We're grateful to have such caring, dedicated, \*adaptable\* parents to work alongside! Please turn in any student packet work to the school by Monday, June 8th - even if it's not totally finished, we'll take it!**

Monday	Tuesday	Wednesday	Thursday	Friday
Assignments	Assignments	Assignments	Assignments	Assignments
<p><b>MATH</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete "Day 1" problems on Week #35 (Packet p.1).</li> <li>□ Complete Lesson 1 Homework (Packet p.2).</li> </ul> <p><b>READING</b> -----</p> <p><i>This week's big ideas: Draw conclusions and ask questions as you read.</i></p> <ul style="list-style-type: none"> <li>□ Read this week's anchor text story: "Saving Buster" (Reading Adventures p.66-73).</li> <li>□ Complete Fire Safety Activity 1 and Fire Safety Activity 2 (Packet p.3-4).</li> </ul> <p><b>WRITING</b> -----</p> <ul style="list-style-type: none"> <li>□ Read the "The Fair Needs You!" writing activity prompt (Reading Adventures p.78-79). Brainstorm ideas for your fair and write a few notes to help you remember your ideas.</li> </ul> <p><b>P.E.</b> -----</p> <ul style="list-style-type: none"> <li>□ Get active for 30 minutes (Packet p.20).</li> </ul> <p><b>EXTENSIONS (optional) --</b></p> <ul style="list-style-type: none"> <li>□ IXL Math: U.4</li> <li>□ IXL Lang. Arts JJ.1</li> <li>□ Use each spelling word in a sentence. Try to use each word correctly to show you know what it means!</li> </ul>	<p><b>MATH</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete "Day 2" problems on Week #35 (Packet p.1).</li> <li>□ Complete Lesson 2 Homework (Packet p.5).</li> </ul> <p><b>READING</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete Words that Begin with a or be (Packet p.6).</li> <li>□ Complete Using I and Me (Packet p.7).</li> <li>□ Complete Fire Safety Activity 3 (Packet p.8)</li> </ul> <p><b>WRITING</b> -----</p> <ul style="list-style-type: none"> <li>□ Using the ideas you came up with during your brainstorming yesterday, write a rough draft of your persuasive letter to a newspaper. Use the "The Fair Needs You!" writing activity prompt as a guide (Reading Adventures p.78-79).</li> </ul> <p><b>P.E.</b> -----</p> <ul style="list-style-type: none"> <li>□ Get active for 30 minutes (Packet p.20).</li> </ul> <p><b>EXTENSIONS (optional) --</b></p> <ul style="list-style-type: none"> <li>□ IXL Math: U.12</li> <li>□ Read a book of your choice for 20 minutes or more.</li> <li>□ Write each spelling word three times. Then spell each word out loud to an adult.</li> </ul>	<p><b>MATH</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete "Day 3" problems on Week #35 (Packet p.1).</li> <li>□ Complete Lesson 3 Homework (Packet p.9).</li> </ul> <p><b>READING</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete Reader's Guide - Saving Buster: Pet Reporter (Packet p.10-11).</li> <li>□ Complete Correct Pronouns (Packet p.12).</li> <li>□ Complete Proofreading for Spelling (Packet p.13).</li> </ul> <p><b>WRITING</b> -----</p> <ul style="list-style-type: none"> <li>□ Proofread and edit your rough draft. Make sure that you:               <ol style="list-style-type: none"> <li>1) explain the problem</li> <li>2) give reasons why people should help</li> <li>3) describe the kind of fair you want to hold</li> <li>4) tell exactly what your readers can do</li> <li>5) use proper capital letters &amp; punctuation</li> </ol> </li> </ul> <p><b>P.E.</b> -----</p> <ul style="list-style-type: none"> <li>□ Get active for 30 minutes (Packet p.20).</li> </ul> <p><b>EXTENSIONS (optional) --</b></p> <ul style="list-style-type: none"> <li>□ IXL Math: U.8</li> <li>□ IXL Lang. Arts JJ.4</li> <li>□ Read a book of your choice for 20 minutes or more.</li> </ul>	<p><b>MATH</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete "Day 4" problems on Week #35 (Packet p.1).</li> <li>□ Complete Lesson 4 Homework #1 (Packet p.14).</li> </ul> <p><b>READING</b> -----</p> <ul style="list-style-type: none"> <li>□ Read the poem "Company's Coming!" Reading Adventures p.74-75). Talk about the questions in the "Discuss Poetry" box.</li> <li>□ Read the "Make a Poster" and "One Plus One... Equals One!" activities (Reading Adventures p.76-77). Choose one of the activities &amp; complete it using the directions on the page.</li> <li>□ Complete Making Comparisons (Packet p.15).</li> </ul> <p><b>WRITING</b> -----</p> <ul style="list-style-type: none"> <li>□ Write or type a polished final copy of your persuasive letter to a newspaper. Be sure to make the changes you found while you were proofreading and editing yesterday!</li> </ul> <p><b>P.E.</b> -----</p> <ul style="list-style-type: none"> <li>□ Get active for 30 minutes (Packet p.20).</li> </ul> <p><b>EXTENSIONS (optional) --</b></p> <ul style="list-style-type: none"> <li>□ IXL Math: U.12</li> <li>□ IXL Lang. Arts JJ.3</li> </ul>	<p><b>MATH</b> -----</p> <ul style="list-style-type: none"> <li>□ Complete Week #35 Assessment (Packet p.16).</li> <li>□ Complete Lesson 4 Homework #2 (Packet p.17).</li> </ul> <p><b>READING</b> -----</p> <ul style="list-style-type: none"> <li>□ Use the story "Saving Buster" to complete Lesson 30 Comprehension Test (Packet p.18-19).</li> <li>□ Have an adult give you a spelling test on this week's spelling words. Check it together and discuss any misspelled words.</li> </ul> <p><b>WRITING</b> -----</p> <ul style="list-style-type: none"> <li>□ Create and decorate a flier or poster to try to get people to come to your fair! Use your best artistic skills and include lots of color and detail to really make your flier or poster shine! Then, share your work with someone!</li> </ul> <p><b>P.E.</b> -----</p> <ul style="list-style-type: none"> <li>□ Get active for 30 minutes (Packet p.20).</li> </ul> <p><b>EXTENSIONS (optional) --</b></p> <ul style="list-style-type: none"> <li>□ Read a book of your choice for 20 minutes or more.</li> <li>□ Show off your count-by knowledge! Say them out loud to show an adult your skills for the 6, 7, 8, and 9 count-by facts!</li> </ul>

Day 1

Graham wants to tile the kitchen floor. How many 1-foot square tiles will he need to buy?



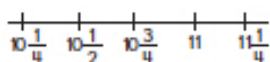
Write  $<$ ,  $>$ , or  $=$  to make the statement true.



Jason gets up at 7:00. He takes 15 minutes to shower, 5 minutes to brush his teeth, and 20 minutes to eat breakfast. What time is Jason ready to go to school?

Use the information below to fill in the line plot.

$10\frac{1}{4}$  in. - 3  
 $10\frac{1}{2}$  in. - 8  
 $11\frac{1}{4}$  in. - 1  
 Snakes at the Zoo



Complete the table.

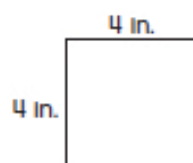
Divide by 2	
6	3
8	
10	
12	
14	

Complete the related multiplication facts.

$40 \div 8 \quad 8 \times \underline{\hspace{2cm}}$

$27 \div 9 \quad 9 \times \underline{\hspace{2cm}}$

$6 \div 6 \quad 6 \times \underline{\hspace{2cm}}$



What is the perimeter of this shape?

Emily has 10 kittens. She has 2 dishes for the kittens' food. How many kittens will eat at a dish so that there is an equal number at each dish?

A juice bottle can hold about

- A. 2 liters.
- B. 200 liters.
- C. 2,000 liters.
- D. 20,000 liters.

Divide the number line into eighths.



$\underline{\hspace{2cm}} \times 3 = 15$

$7 \times \underline{\hspace{2cm}} = 21$

$30 \div 6 = \underline{\hspace{2cm}}$

Mr. Gupta's class collected 371 canned goods for the food drive. Ms. Dolby's and Mr. Nez's class collected 314 cans each. How many canned goods did all 3 classes collect?

At the farmers market, Jordan sold 9 pounds of peaches every hour. How many pounds of peaches did Jordan sell during an 8-hour workday?

Label the fractions  $\frac{2}{8}$  and  $\frac{6}{8}$  on the number line.

Day 2

Day 4

Day 3

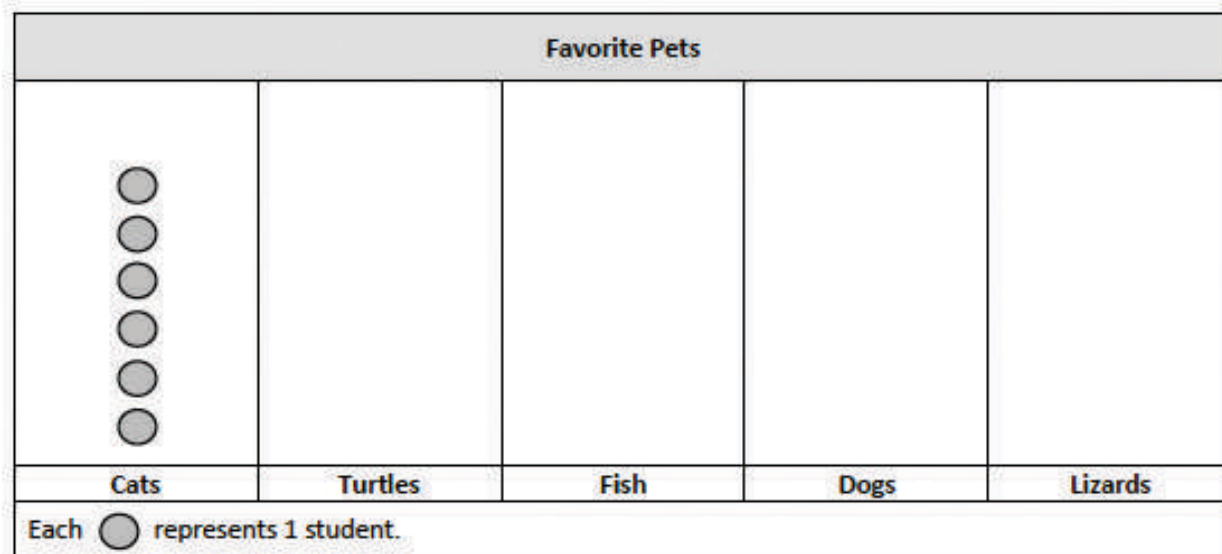
Name \_\_\_\_\_ Date \_\_\_\_\_

1. The tally chart below shows a survey of students' favorite pets. Each tally mark represents 1 student.

Favorite Pets	
Pets	Number of Pets
Cats	### /
Turtles	////
Fish	//
Dogs	### ///
Lizards	//

The chart shows a total of \_\_\_\_\_ students.

2. Use the tally chart in Problem 1 to complete the picture graph below. The first one has been done for you.



- a. The same number of students picked \_\_\_\_\_ and \_\_\_\_\_ as their favorite pet.
- b. How many students picked dogs as their favorite pet?
- c. How many more students chose cats than turtles as their favorite pet?



# SOUND OFF WITH THE HOME FIRE SAFETY PATROL

Join the  
**HOME FIRE  
SAFETY  
PATROL!**



Smoke alarms are important. They warn you when there is a fire.

## Do you know your smoke alarm sounds?



BEEP-BEEP-BEEP...

BEEP-BEEP-BEEP

That sound means there is a fire in your home.

You need to get out fast!



Chirp...Chirp

Sometimes a smoke alarm makes a sound like a cricket or a chirping bird.

That means the battery is not working well, or the smoke alarm is getting old.

You need to put in a new battery or get a new smoke alarm.



## Test your smoke alarms every month to make sure they work.

Push the test button. If you hear BEEP-BEEP-BEEP, that means the smoke alarm is working. If you don't hear that sound, put in a new battery or get a new smoke alarm. Smoke alarms do not last forever. Replace your old smoke alarms with new ones every 10 years.

## Go on a fire safety patrol in your home.

Use this chart to test the smoke alarms in your home. Ask a grown-up to help. Circle Yes or No for each question. When you finish your patrol, write your names in the spaces provided. Then bring the chart back to class.

Do you have a smoke alarm on each level of your home?

Yes

No

Do you have a smoke alarm in or near every bedroom and sleeping area?

Yes

No

Do all of your smoke alarms work when you test them?

Yes

No

Student \_\_\_\_\_

Parent/Caregiver \_\_\_\_\_

### Dear Parent/Caregiver,

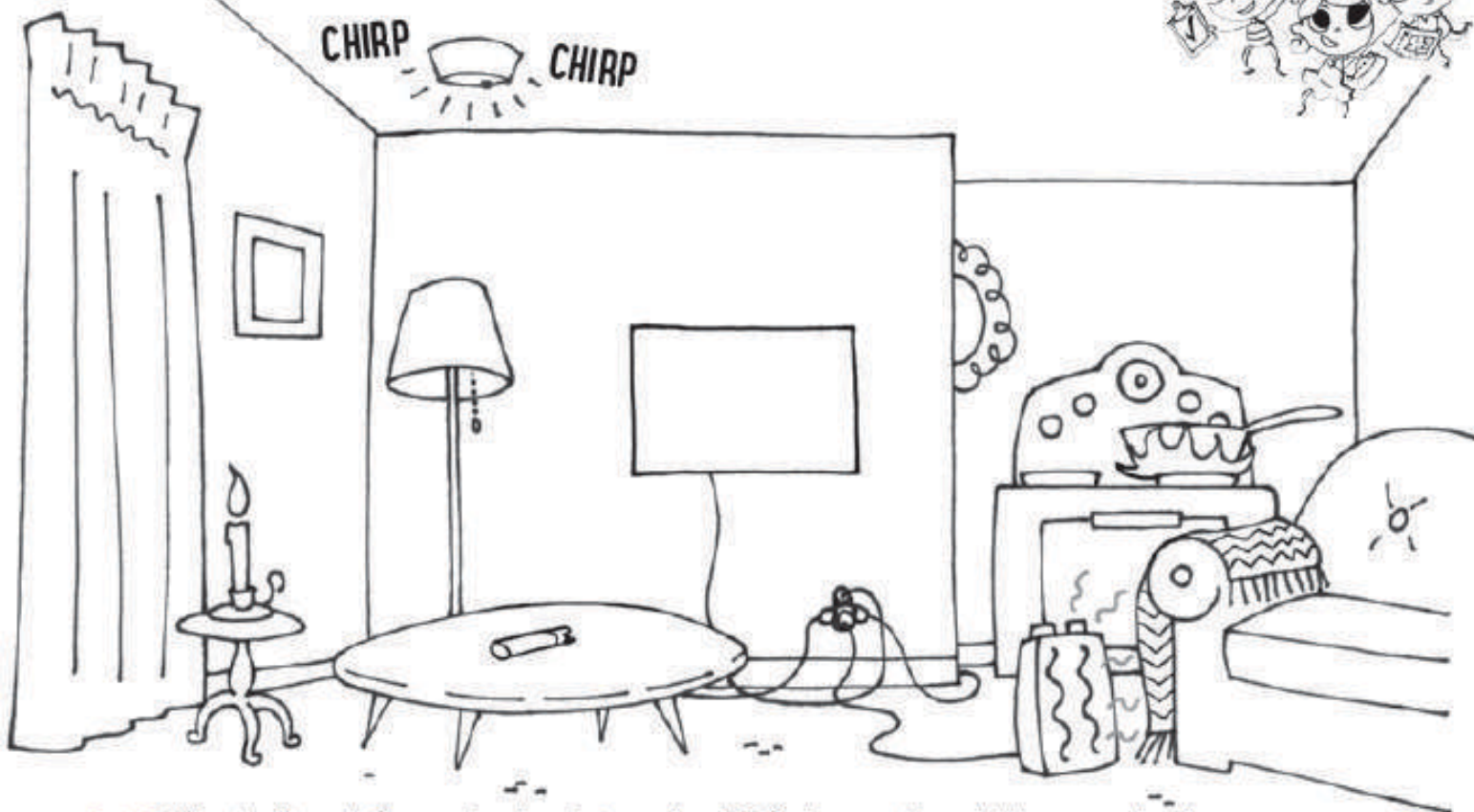
Your child is participating in a home fire safety program at school. Thank you for taking the time to reinforce these lessons by testing the smoke alarms in your home. Remember: Smoke alarms do not last forever. Replace your smoke alarms with new ones every 10 years.

# DETECT THE DANGERS

Join the  
**HOME FIRE  
SAFETY  
PATROL!**



**Part 1:** The Home Fire Safety Patrol is always on the lookout for fire dangers. Can you find six fire dangers in this picture? Circle the dangers you find.



**Part 2:** What should you do if you see these hazards in your home? To find out, use the words below to complete these sentences.

**heater**

**candle**

**stove**

**lighter**

**smoke alarm**

**outlet**

1. When your \_\_\_\_\_ chirps, it means you need to put in a new battery or get a new smoke alarm. Ask a grown-up to fix it.
2. Keep a lit \_\_\_\_\_ away from things that can burn. Blow it out when there is no grown-up in the room.
3. Tell a grown-up if you see a \_\_\_\_\_ or matches. Ask a grown-up to put them in a place with a lock.
4. Too many plugs in the electrical \_\_\_\_\_ could start a fire. Use only one plug in each wall outlet.
5. Keep an eye on what you fry! A grown-up should always stay nearby when food is cooking on the \_\_\_\_\_.
6. Ask a grown-up to move a space \_\_\_\_\_ three big steps away from furniture or cloth. Unplug it when a grown-up is not in the room.

**Show this activity to a grown-up. You can use it to check for fire dangers in your home.**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Adi surveys third graders to find out their favorite fruits. The results are in the table below.

Favorite Fruits of Third Graders	
Fruit	Number of Student Votes
Banana	8
Apple	16
Strawberry	12
Peach	4

Draw units of 2 to complete the tape diagrams to show the total votes for each fruit. The first one has been done for you.

Banana:



Apple:

Strawberry:

Peach:

2. Explain how you can create vertical tape diagrams to show this data.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 30**  
READER'S NOTEBOOK

## Words that Begin with *a* or *be*

**Basic:** Write the Basic Word that completes each sentence.

1. I was walking \_\_\_\_\_ my street when I spotted a kitten.

2. When it ran \_\_\_\_\_ my legs, I fell over!

3. Dad guessed the kitten is \_\_\_\_\_ two months old.

4. Dad said I could bring the kitten inside \_\_\_\_\_ it was cold out.

5. Then the kitten hid in a dark place \_\_\_\_\_ the couch.

6. \_\_\_\_\_ I could get it out, I had to move

7. The kitten jumped up on a shelf \_\_\_\_\_ the fi replace.

8. It followed a toy \_\_\_\_\_ in a circle.

9. The kitten made me laugh over and over \_\_\_\_\_.

10. Dad and I agree that the kitten and I \_\_\_\_\_ together.

**Challenge 11–12:** Write two sentences about animals. Use both Challenge Words.

\_\_\_\_\_  
\_\_\_\_\_

**Saving Buster**  
Spelling: Words that Begin  
with *a* or *be*

### Spelling Words

#### Basic

1. below
2. about
3. belong
4. around
5. again
6. alone
7. because
8. above
9. between
10. alive
11. behind
12. begin
13. along
14. before

#### Challenge

awhile  
beyond



## Using *I* and *Me*

**Saving Buster**  
Grammar: Correct Pronouns

- Use the pronoun *I* only as the subject of a sentence. Always capitalize the word *I*.

**I** am going to school.

- Use the pronoun *me* only as an object pronoun. When you talk about another person and yourself, it is polite to list yourself last.

Julie handed the books to Lucy and **me**.

**Thinking Question**

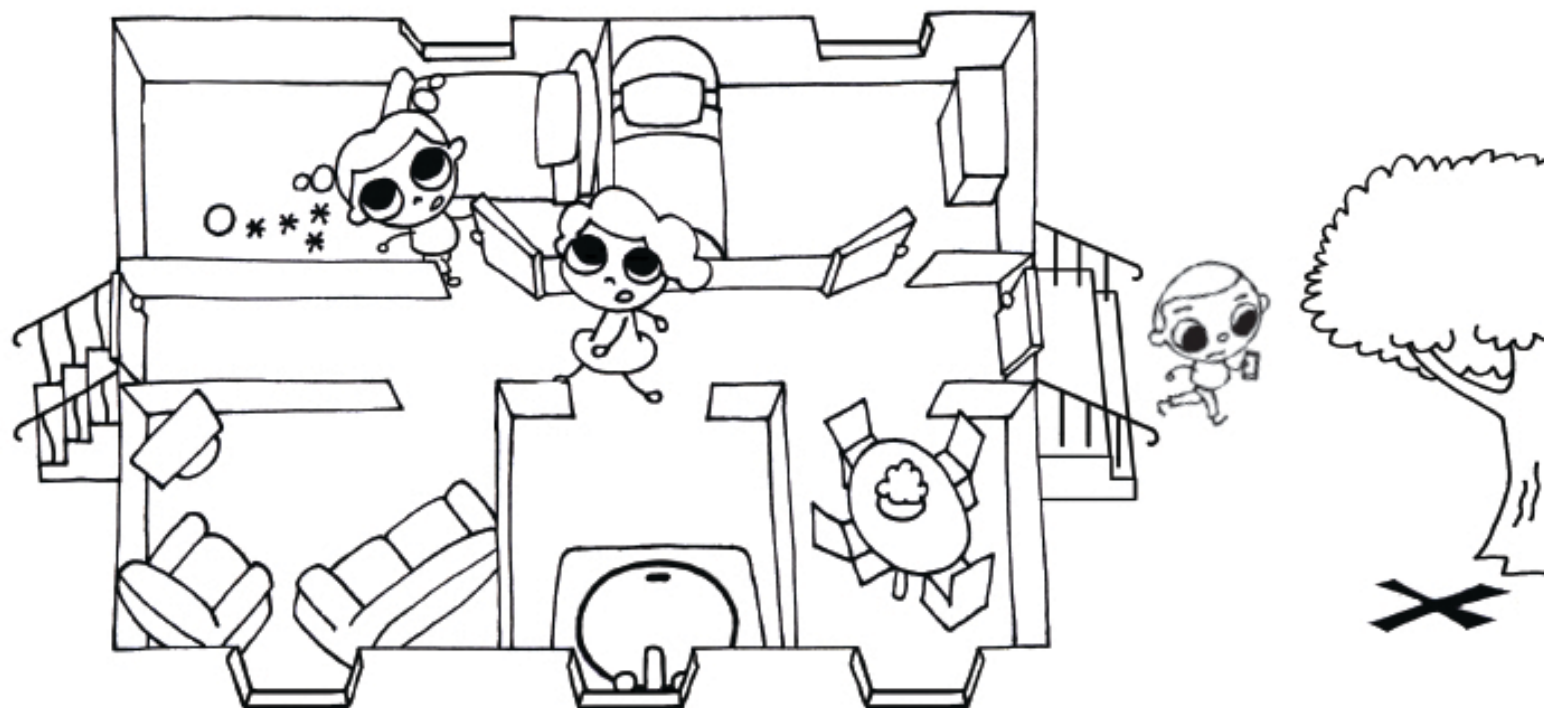
*Is the pronoun the subject or the object of the sentence?*

**Activity: Write the pronoun *I* or *me* to complete each sentence.**

1. \_\_\_\_\_ watched my dog chase the ball.
2. Dad and \_\_\_\_\_ entered a dish in the potluck contest.
3. Amy went to the vet with my dog Sparky and \_\_\_\_\_.
4. My service dog helps \_\_\_\_\_ cross the street.
5. Can \_\_\_\_\_ help you plan the contest?
6. \_\_\_\_\_ liked the pasta salad the best.
7. The judge couldn't decide, so she gave the first prize to both Andy and \_\_\_\_\_.
8. \_\_\_\_\_ own a black dog named Ruby.
9. Ruby has been with my sister and \_\_\_\_\_ since I was five years old.
10. Someday \_\_\_\_\_ would like to train puppies to be service dogs.

# YOUR HOME FIRE ESCAPE MAP

**Part 1:** Help these kids plan how to get out fast if there is a fire in their home. Draw two paths to the outside from every room. Show one path that leads through doorways. Show a second path the kids could take if fire or smoke is blocking a doorway. In some cases, this might be through a window. Then circle the meeting place outside their home where everyone will go to call 9-1-1 and report the fire.



**Part 2:** Now use the back of this sheet to make a home fire escape plan for your home. Draw a map that shows two paths out of every room. Take your map home and show it to a grown-up. You can use your map for a family fire drill. See if everyone can get outside in less than 3 minutes! Pretend to call 9-1-1 on your cell phone and tell them the street address where you live.

## **Dear Parent/Caregiver,**

Many times children do not wake up when a smoke alarm sounds. Make a plan for an adult to wake up each child and help him or her get out if there is a real fire. Practice the plan. Pretend to call 9-1-1 from your meeting place, and give the address where you live.

## HOME FIRE ESCAPE RULES

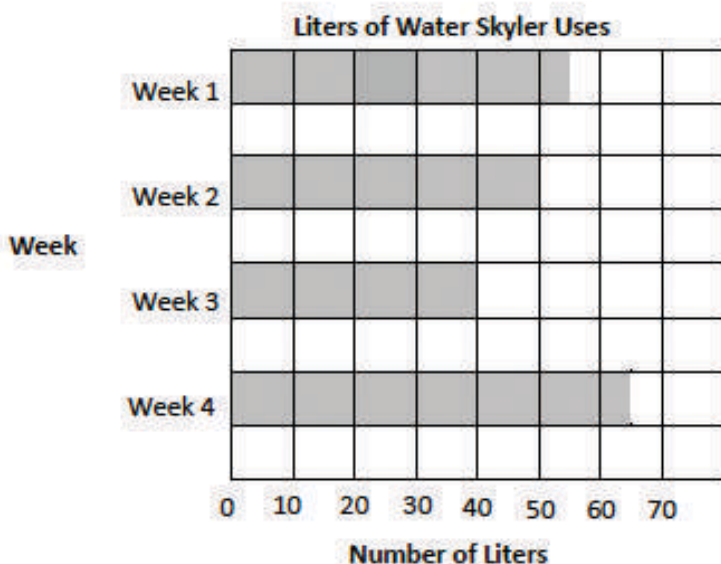
Make sure everyone in your home knows the rules for getting out fast when there is a home fire:

- If you hear a smoke alarm or see smoke, get outside as fast as you can!
- Don't take anything with you.
- **Get Low and Go:** Smoke rises toward the ceiling. If you see smoke, you should stay near the floor. Get low so you don't breathe in the dangerous smoke. Go to your exit.
- Go to your outside meeting place and call 9-1-1. Give them your street address.
- Stay outside — **NEVER** go back into a burning building.

## Get Low and Go!



2. This bar graph shows the number of liters of water Skyler uses this month.



- During which week does Skyler use the most water? \_\_\_\_\_  
The least? \_\_\_\_\_
- How many more liters does Skyler use in Week 4 than Week 2?
- Write a number sentence to show how many liters of water Skyler uses during Weeks 2 and 3 combined.
- How many liters does Skyler use in total?
- If Skyler uses 60 liters in each of the 4 weeks next month, will she use more or less than she uses this month? Show your work.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 30**  
READER'S NOTEBOOK



**Saving Buster**  
Independent Reading

# Saving Buster

## Pet Reporter

You are a reporter. You are going to write a newspaper article about Buster's accident and how the neighbors helped. Newspaper reporters ask questions to find facts for their stories. Use the questions below to find facts. Then write the newspaper article.

**Read pages 66–67. What happened to Buster?**

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**Read page 68. What is the problem that Donovan wants to help solve?**

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**Read pages 70–71. What was Donovan's idea for solving the problem?**

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**Read pages 72–73. Did Donovan's solution raise the \$2,000 needed to pay for Buster's care?**

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Now you know the facts about Buster's accident and how the neighborhood helped solve the problem. It is time to write your article for the local paper. Remember to include a headline or title for your story and an illustration.

Wednesday  
Packet Page 11

Name \_\_\_\_\_ Date \_\_\_\_\_

## Correct Pronouns

Read each pair of sentences. Fill in the circle next to the sentence that uses the correct pronoun.

1. ☐ A Mom and I will make dinner.  
☐ B Mom and me will make dinner.
  
2. ☐ A The dog brought the ball to Marisa and I.  
☐ B The dog brought the ball to Marisa and me.
  
3. ☐ A They're dog was trained to be a service dog.  
☐ B Their dog was trained to be a service dog.
  
4. ☐ A It's fun to teach a dog to do tricks.  
☐ B Its fun to teach a dog to do tricks.
  
5. ☐ A I saw your mom at the store.  
☐ B I saw you're mom at the store.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 30**  
READER'S NOTEBOOK

## Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Monday, July 9

This past weekend, our family took part in a barn raising. I'd never heard about these events before. In a barn raising, a lot of people who belong to a community get together to build a barn. No community member has to face the huge job of building a barn alone.

At first, I just walked around the barnyard. I didn't know where to begin to help. Soon, a man called from a beam above me. "Son, could you please bring me some nails?" he asked. I leaped into action because I wanted to be part of the group. I set up a ladder below the man and handed him the nails.

After that I worked hard all weekend, and that barn is done. It's a beauty! I would sure love to be part of a barn raising again.

### Saving Buster

Spelling: Words that Begin with  
s or be

### Spelling Words

1. below
2. about
3. belong
4. around
5. again
6. alone
7. because
8. above
9. between
10. alive
11. behind
12. begin
13. along
14. before

1. \_\_\_\_\_

5. \_\_\_\_\_

8. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

10. \_\_\_\_\_

4. \_\_\_\_\_

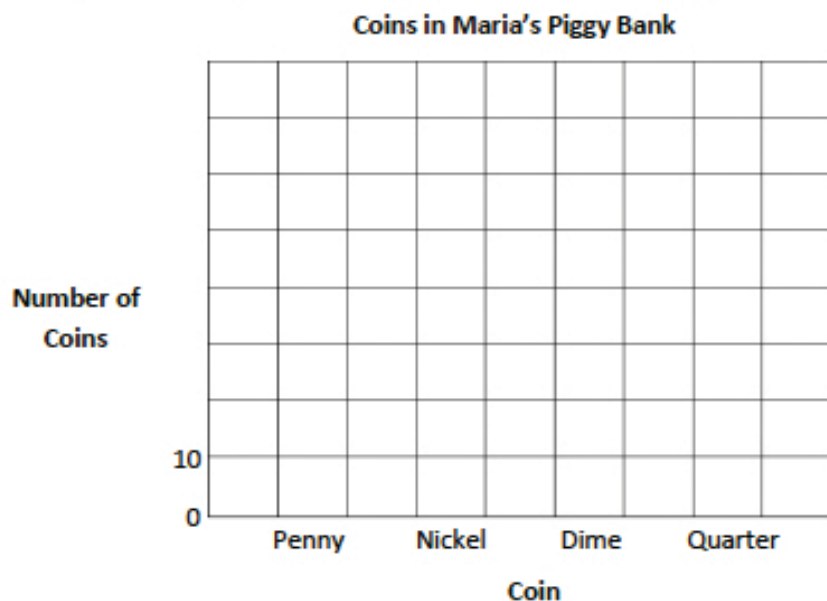
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Maria counts the coins in her piggy bank and records the results in the tally chart below. Use the tally marks to find the total number of each coin.

Coins in Maria's Piggy Bank		
Coin	Tally	Number of Coins
Penny	<div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> </div>	
Nickel	<div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> </div>	
Dime	<div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> </div>	
Quarter	<div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> <div>###</div> </div>	

- a. Use the tally chart to complete the bar graph below. The scale is given.



- b. How many more pennies are there than dimes?
- c. Maria donates 10 of each type of coin to charity. How many total coins does she have left? Show your work.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Making Comparisons

**Saving Buster**  
Grammar: Spiral Review

- **Adjectives** describe nouns. They can also show how people, places, and things are alike and different.

Comparing with Adjectives		
compare two	add <i>-er</i>	taller
compare three or more	add <i>-est</i>	tallest

- **Adverbs** describe verbs. For adverbs that end in *-ly*, add **more** to compare two actions. Add **most** to compare three or more actions.

**1–4. Write the correct form of the adjective in parentheses to complete each sentence.**

1. Molly was the \_\_\_\_\_ of all the service dogs. (small)
2. The Smiths were \_\_\_\_\_ than our other neighbors were.  
(friendly)
3. Of all of her classmates, Liz's voice is the \_\_\_\_\_. (strong)
4. Doug was the \_\_\_\_\_ member of the class. (young)

**5–6. Rewrite the sentences, combining each pair of sentences.**

5. Ralph is smarter than the cat. He is quicker too. \_\_\_\_\_  
\_\_\_\_\_
6. Of all the dogs in the park, Benny has the biggest feet.  
He also has the longest tail. \_\_\_\_\_  
\_\_\_\_\_



1. Complete the related multiplication facts.  
 $63 \div 9$       $9 \times$  \_\_\_\_\_

$$24 \div 3 \quad 3 \times \underline{\hspace{2cm}}$$

$$10 \div 5 \quad 5 \times \underline{\hspace{2cm}}$$

2. Adrian raked 703 leaves. Alvin raked 217 leaves and added them to Adrian's pile. A large wind blew away 68 of the leaves. How many leaves are left?

\_\_\_\_\_

3.  $80 \times 1 =$  \_\_\_\_\_

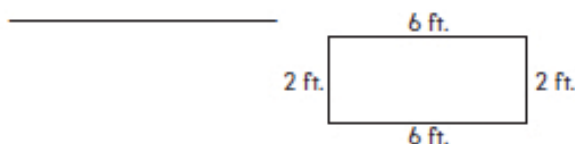
$$90 \times 4 = \underline{\hspace{2cm}}$$

$$90 \times 8 = \underline{\hspace{2cm}}$$

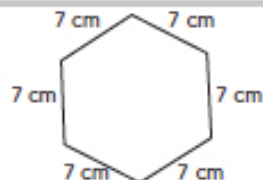
4. Write  $<$ ,  $>$ , or  $=$  to make the statement true.



5. Clarissa wants to put tiles on her closet floor. How many 1-foot square tiles will she need to buy?



6.



What is the perimeter of this shape?

\_\_\_\_\_

7. Iman gets to the gym at 5:15. He runs on the treadmill for 30 minutes, lifts weights for 15 minutes, and swims in the pool for 20 minutes. What time is Iman ready to leave the gym?

\_\_\_\_\_

8. A bird can weigh about

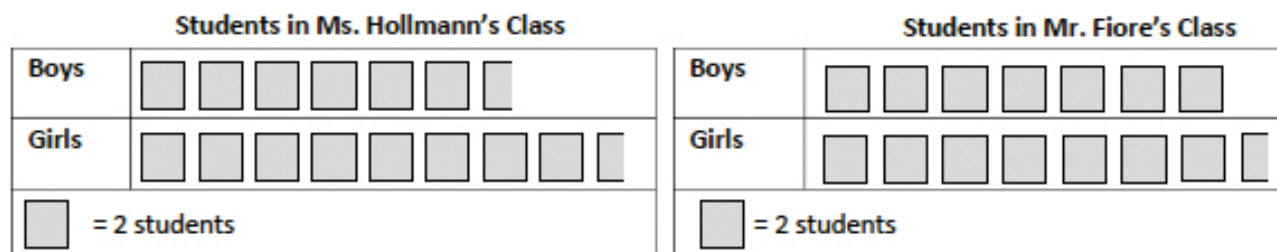
- A. 4 grams.
- B. 40 grams.
- C. 400 grams.
- D. 4,000 grams.

9. Divide the number line into sixths.

10. Label the fractions  $\frac{3}{6}$  and  $\frac{4}{6}$ .



2. Ms. Hollmann's class goes on a field trip to the planetarium with Mr. Fiore's class. The number of students in each class is shown in the picture graphs below.



- How many fewer boys are on the trip than girls?
- It costs \$2 for each student to attend the field trip. How much money does it cost for all students to attend?
- The cafeteria in the planetarium has 9 tables with 8 seats at each table. Counting students and teachers, how many empty seats should there be when the 2 classes eat lunch?

**Saving Buster****Comprehension**

# Comprehension

Answer Numbers 1 through 10. Base your answers on the story "Saving Buster."

- 1** What conclusion can the reader draw about Mrs. Parker?
  - A** She has had many dogs before Buster.
  - B** She is living with Donovan and his family.
  - C** She has been in a wheelchair her whole life.
  - D** She is well liked by everyone in the neighborhood.
- 2** Why does the truck driver stop his truck?
  - F** to scold Donovan
  - G** to play with Buster
  - H** to talk to Mrs. Parker
  - I** to see if Buster is hurt
- 3** Which word BEST describes Donovan?
  - A** bossy
  - B** caring
  - C** playful
  - D** shy
- 4** What is Liz's problem in the story?
  - F** She has to pay for Buster's operation.
  - G** She has no one to help take care of her mother.
  - H** She has to plan a potluck party for her neighbors.
  - I** She has more food than she and her mother can eat.

**Saving Buster**

**Comprehension**

- 5** What happens right **AFTER** Donovan learns how much Buster's operation will cost?

  - A** He looks at photo albums with Mrs. Parker.
  - B** He takes a dish of stew to Liz and Mrs. Parker.
  - C** He decides to give Liz the money he has saved.
  - D** He asks his mom how they can help raise money.
- 6** How does Donovan get the idea to have a potluck contest?

  - F** He tastes his mom's stew.
  - G** He dreams about the contest one night.
  - H** He asks the banker, Mr. Baca, how he would raise money.
  - I** He sees all the dishes the neighbors have brought to Liz and Mrs. Parker.
- 7** How can the reader tell that people in Mrs. Parker's neighborhood want to help Buster?

  - A** They clap and holler.
  - B** They come to the potluck contest.
  - C** They ask the bank to donate money.
  - D** They put Buster's picture in the newspaper.
- 8** Why does Mr. Baca say that he and the other businesses will give Liz the rest of the money for the operation?

  - F** He knows that Buster is an important dog.
  - G** He wants the neighbors to come to his bank.
  - H** He knows it was not Liz's fault that Buster got hurt.
  - I** He wants to show Mrs. Parker how much he likes her.





# Physical Education

## ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
<i>Example Day</i>	<i>Warm-up 5 Minutes</i>	<i>Family Hike 25 Minutes</i>	<i>Cool Down 5 Minutes</i>	<i>35 Minutes</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

### Warm-up Routine

1. Hop on one foot around the house once or down the hall 4 times. (switch legs as needed)
2. Crab Walk down the hall 3 times or around the house.
3. Frog Hop around the house or 4 times down the hall.

### Cool Down Routine

1. Sit, knees bent, feet together, butterfly stretch. Slowly push your knees down with your elbows.
2. Cross your legs, keep them straight, slowly reach for your toes and hold for 10 seconds. (switch and repeat)
3. Arm straight, reach in front, use the other arm to slowly pull in across your chest, count to 10. (both arms).

### Fitness Activity Choices

Family Walk  
Jog Around The House  
Badminton  
Family Hike  
HIIT Workout (YouTube)  
Cosmic Kids Yoga (YouTube)  
Jump Rope  
Cup Stacking  
Bike Ride/ Scooter Ride  
Beach Body for Kids(online)  
Fit Boost Activity (online)  
Hopscotch

Tag Game  
Basketball Game  
Frisbee  
Yard Work  
Walk The Dog  
Soccer  
Zumba Kids (online)  
Build an Obstacle Course  
Outdoor Scavenger Hunt  
Playworks at Home(online)  
Four Square

Dance Party  
Croquet  
Play Catch  
Stack Wood  
Go Noodle (online)  
Wiffle Ball  
Jogging  
Build a Fort  
Juggling  
Bean Bag Toss Game  
Wall Ball

Chalk Obstacle Course on the sidewalk

Make a target, throw at it overhand and underhand ( move farther back and repeat)